

人際問題解決訓練對融合安置的身心障礙學生之成效研究

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中文摘要

本研究的主要目的在於探討人際問題解決訓練的介入，能否有效改變融合安置的身心障礙學生之自我態度、人際問題解決能力、學校生活適應以及在學習情境中的行為表現。本研究以國小中、高年級六名融合安置的身心障礙學生為對象，採單一受試實驗研究法之跨受試者多重基準線設計，探討接受人際問題解決訓練後，對融合安置的身心障礙學生在學習情境中的適應行為表現次數與不適應行為表現次數之教學效果。而其他的依變項，如自我態度、人際問題解決能力以及學校生活適應等，以前後測考驗教學的成效。研究所得結果歸納如下： 1. 經人際問題解決訓練後，受試者的自我態度顯著較為積極。 2. 經人際問題解決訓練後，人際問題解決方式由負向轉變為正向者居多。 3. 接受人際問題解決訓練後，受試者的學校生活適應部分未達顯著差異。 4. 接受人際問題解決訓練後，受試者的學校生活不適應部分有顯著改善。 5. 受試者在處理期之適應行為表現次數有顯著增加。 6. 受試者在處理期之不適應行為表現次數有顯著減少。 7. 受試者在追蹤期之適應行為表現次數呈減少趨勢。 8. 受試者在追蹤期之不適應行為表現次數未呈顯著增加。 由上述研究結果顯示人際問題解決訓練對受試者的自我態度、人際問題解決方式、學校生活不適應行為部分以及處理期之適應行為表現與不適應行為表現上有顯著成效；再據此提出討論與建議，以供未來研究及教育上之參考。

關鍵字：人際問題解決訓練，融合教育安置，身心障礙學生

西文摘要

The purpose of this study was to explore the effects of the " Interpersonal Problem-solving Training "(IPST)on self-attitude ,interpersonal problem - solving abilities, adaptation and behaviors to students with disabilities in inclusive educational setting. The subjects of this study consisted of six fourth to sixth grade students with disabilities in the inclusive education setting. The dependent variables, namely self-attitude, interpersonal problem - solving abilities, adaptation in the school were adapted. A multiple - baseline design across subjects was to examine the effects of IPST on adaptive and maladaptive behaviors in the classroom. The finding of this study were as follows : 1. The IPST could increase significantly the self-attitude. 2. "Implementation" of interpersonal problem-solving proved the effects of IPST. 3. The IPST didn't show the effects in increasing the subjects' adaptive behaviors in school. 4. The IPST could show the effects in reducing the subjects' faults adaptive behaviors in school. 5. The IPST could increase significantly the frequencies on adaptive behaviors during intervention period. 6. The IPST could decrease significantly the frequencies on maladaptive behaviors during intervention period. 7. The adaptive behaviors decreased after training, which didn't show follow-up effects of IPST. 8. The maladaptive behaviors didn't increased after training, which showed follow-up effects of IPST. Finally, according to the results above, the researcher made some suggestions for educational applications and future research.

Keywords : Inclusive education setting;Students with disabilities;Interpersonal problem-solving training